

## RONALD E MCNAIR ELEMENTARY

3795 Spruill Ave.  
North Charleston, South Carolina 29405

**GRADES** PK-5 Elementary School

**ENROLLMENT** 213 Students

**PRINCIPAL** Kevin Conklin 843-745-7107

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	23	34	3

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

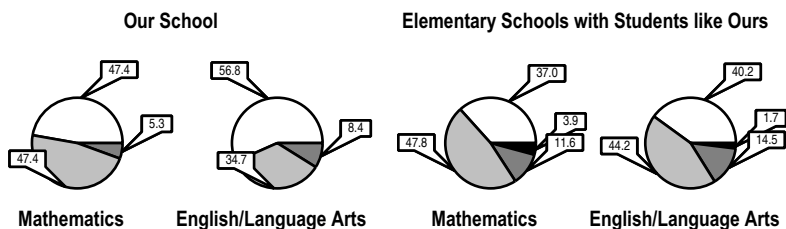
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




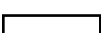
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Below Average	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	18	33	21
Percent satisfied with learning environment	38.9%	78.8%	90.5%
Percent satisfied with social and physical environment	50.0%	75.8%	81.0%
Percent satisfied with home-school relations	11.1%	84.8%	80.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	107	100.0	56.8	34.7	8.4	N/A	8.4	17.6
Gender								
Male	49	100.0	64.3	31.0	4.8	N/A	4.8	17.6
Female	58	100.0	50.9	37.7	11.3	N/A	11.3	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	102	100.0	58.1	34.4	7.5	N/A	7.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	86	100.0	52.0	37.3	10.7	N/A	10.7	17.6
Disabled	21	100.0	75.0	25.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	107	100.0	56.8	34.7	8.4	N/A	8.4	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	104	100.0	56.8	34.7	8.4	N/A	8.4	17.6
Socio-Economic Status								
Subsidized meals	104	100.0	57.6	33.7	8.7	N/A	8.7	17.6
Full-pay meals	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	107	100.0	47.4	47.4	5.3	N/A	5.3	15.5
Gender								
Male	49	100.0	47.6	47.6	4.8	N/A	4.8	15.5
Female	58	100.0	47.2	47.2	5.7	N/A	5.7	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	102	100.0	48.4	47.3	4.3	N/A	4.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	86	100.0	44.0	49.3	6.7	N/A	6.7	15.5
Disabled	21	100.0	60.0	40.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	107	100.0	47.4	47.4	5.3	N/A	5.3	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	104	100.0	47.4	47.4	5.3	N/A	5.3	15.5
Socio-Economic Status								
Subsidized meals	104	100.0	48.9	46.7	4.3	N/A	4.3	15.5
Full-pay meals	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	37	N/A	50.0	41.7	8.3	N/A	8.3
	Grade 4	38	N/A	68.4	31.6	N/A	N/A	N/A
	Grade 5	52	N/A	51.0	43.1	5.9	N/A	5.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	39.3	46.4	14.3	N/A	14.3
	Grade 4	27	100.0	60.9	30.4	8.7	N/A	8.7
	Grade 5	49	100.0	65.9	29.5	4.5	N/A	4.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	37	N/A	63.9	30.6	5.6	N/A	5.6
	Grade 4	38	N/A	86.8	13.2	N/A	N/A	N/A
	Grade 5	52	N/A	63.5	32.7	3.8	N/A	3.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	35.7	60.7	3.6	N/A	3.6
	Grade 4	27	100.0	56.5	34.8	8.7	N/A	8.7
	Grade 5	49	100.0	50.0	45.5	4.5	N/A	4.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 213)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	93.1%	Down from 93.2%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.9%	Up from 0.0%	4.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.6%	Down from 12.7%	8.2%	8.0%
Older than usual for grade	23.0%	Up from 5.1%	3.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	44.0%	Up from 40.0%	47.9%	50.0%
Continuing contract teachers	76.0%	Up from 50.0%	77.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	64.1%	Down from 65.5%	79.6%	86.2%
Teacher attendance rate	96.7%	Up from 96.4%	95.3%	95.3%
Average teacher salary	\$36,724	Up 2.0%	\$37,991	\$39,909
Prof. development days/teacher	9.7 days	Down from 13.6 days	13.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio	16.0 to 1	Up from 14.2 to 1	16.7 to 1	18.9 to 1
Prime instructional time	88.3%	Up from 88.1%	89.1%	89.7%
Dollars spent per pupil*	\$7,185	Up 19.5%	\$7,019	\$5,892
Percent spent on teacher salaries*	65.1%	Down from 66.8%	63.2%	66.6%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	98.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Teachers, Parents, Students, Business Partners, and Community members,

We have had a fast moving year. We have been very busy making sure that positive change brings about the growth in achievement that we want to see for our students.

This year we focused on spending more quality time in math and reading instruction. Math was our lowest area on the PACT last year. To counter this fact, we were trained in and used the new math adoption selected for this school year. The new math series is very closely aligned with our state standards. We also used math benchmark testing in 3rd-5th grades to ensure that we addressed all of the appropriate standards in those grades. These benchmark tests also gave us valuable information regarding the areas in which our students needed to focus as well as their areas of strength. This helped our teachers with planning for our students' specific needs. We also scheduled our day so that math and reading were given the most attention during the morning hours. Research shows that students are most able to excel in those areas in the early hours of the day.

We also gave our students more time in math and reading instruction through a program called the 7th Hour. During the last instructional hour of the day, our students were taught specific math and reading skills that had proven to be difficult for them in the past. This instruction was also standards based. We provided an after-school homework/tutorial program for students who had earlier scored below basic on the PACT. We also addressed math and reading skills in the computer lab. Finally, we hired a Math/Science coach as a resource to our teachers.

We believe that hard work always pays off. We look forward to celebrating our success.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.